

EDUC90687 Numeracy: Life, School and Work

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	To complete the assessments, students are required to have access to a school and in particular to curriculum documents.
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Contact:	This subject is not offered in 2016.
Subject Overview:	This subject provides an introduction to all the major themes of the course and to major DEECD initiatives and resources. The subject begins with the definition, roles and functions of numeracy. Evidence will be presented to demonstrate the importance of high level of numeracy to students for success at school, for future learning, and for full participation in the community and in the economy of the future. The way in which the use of complex technology requires higher cognitive skills will be exemplified. Participants will also examine: the roles of capacity, confidence and disposition in being numerate; Australian students' performance in numeracy and mathematics in national and international assessments; government initiatives around numeracy; major assessment tools and their interpretation; the numeracy-related roles and needs of all teachers, the numeracy needs of interdisciplinary content areas.
Learning Outcomes:	<p>On completion of the subject students will be able to:</p> <ul style="list-style-type: none"> # Explain the need for numeracy in modern society # Describe achievement in numeracy from various perspectives # Identify features of a curriculum to promote numeracy # Link the above to policy and teaching practice.
Assessment:	Cross curriculum audit of numeracy demands upon students (Mid semester, 2000 words, 40%) Report on school's numeracy needs (End semester, 3000 words, 60%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Generic Skills:	<p>This subject aims to build skills in:</p> <ul style="list-style-type: none"># Analysing teaching practice and curriculum documents from theoretical and practical perspectives# Taking an national and international perspective on local situations# Being articulate and precise about numeracy goals, elements and achievements.
Related Course(s):	<p>Master of Education Master of Education Master of Numeracy</p>